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ABSTRACT

The 1970 annual evaluation of Title I (Elementary and Secondary Education Act of 1965) State Migrant Program in Kansas is presented in this report. The program, located in 10 school districts, was in operation for 6 weeks during the summer; in 1 district the program continued for 8 weeks. The program involved 1,174 children from preschool to the 11th grade, with the majority of the migrant children being in preschool to the 4th grade. Program objectives were (1) to improve the child's performance in the use of language and oral communication, (2) to improve the children's health, and (3) to give the children cultural enrichment experiences. The tests used were teacher developed to measure the child's progress in a particular subject or activity, especially reading, mathematics, social studies, and science. The program was evaluated in terms of its innovative projects, teacher-pupil ratio, effectiveness, the personnel. Some other topics discussed include community involvement, the program's interrelationship with the regular Title I program and its coordination with other programs, special vocational and handicapped areas, and supportive services. (NQ)

KANSAS

ANNUAL EVALUATION REPORT

ED 066265

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State Programs for Migrant Children

1970

Kansas State Department of Education
Kansas State Education Building
120 East 10th Street Topeka, Kansas 66612

Title I Elementary and Secondary Education Act of 1965, as amended

006383

KANSAS

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Appreciation is expressed to the administrators and project coordinators of the attendance centers for the training of children of migratory agricultural workers and for the excellent reports furnished the state educational agency concerning their programs. We also wish to express appreciation to Mr. Pete Valdez, Kingsville, Texas, Kansas Migrant Program Coordinator; Mr. Armando Correa, Raymondville, Texas, Representative of the Texas Interstate Teachers Exchange Project; and Mr. Henry A. Parker, former Title I Director and Coordinator of Migrant Training Programs, Kansas State Department of Education, for contributing information presented in this report.

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INTRODUCTION

The State of Kansas received a Federal grant of $422,064 authorized through Title I of the Elementary and Secondary Education Act of 1965 (Public Law 89-10 as amended by Public Law 89-750), to establish educational programs for children of migratory agricultural workers. The Kansas State Department of Education, with the aid of co-operating communities, established ten Migrant Summer Educational Centers; 8 in the sugar beet belt area of Western Kansas and 2 in the truck gardening area of Eastern Kansas. The training session was a minimum of six weeks and a maximum of eight weeks in duration and designed to achieve three goals as primary objectives: to help Migrant Children develop oral language and expression; arts and crafts; health, swimming and other types of recreation.

The allocation available to each center on the basis of individual needs, as submitted, based on estimated enrollments and instructional plans. Administrative personnel in the designated centers were assigned the task of developing curriculum, obtaining personnel, evaluation and general supervision of their program. The Kansas State Department of Education assumed the responsibility of co-ordinating the programs between the respective operating centers.

Each Migrant summer educational center director was asked to consider needs of the migrant child and to evaluate as objectively as possible the outcome of the summer program.

This report represents the sum of ten individual reports from the 1970 summer migrant educational centers, constituting the State Educational Agencies evaluation of the program to the United States Department of Education.

Coordinators of Kansas Migrant Training Program

Armando Correa Pete Valdez

Armando Correa, Raymondville, Texas, Physical Education Instructor in Lyford CISD, Lyford, Texas, Texas Education Agency Representative.

Pete Valdez, Elementary Principal of A.D. Harvey School, Kingsville, Texas, Kansas Migrant Consultant Coordinating the State Migrant Training Program.

The State Educational Agency, State Department of Education, congratulates these two men for their excellent contributions in coordinating the Kansas Migrant Training Program on there efforts expended in collecting and organizing the information presented in this report.

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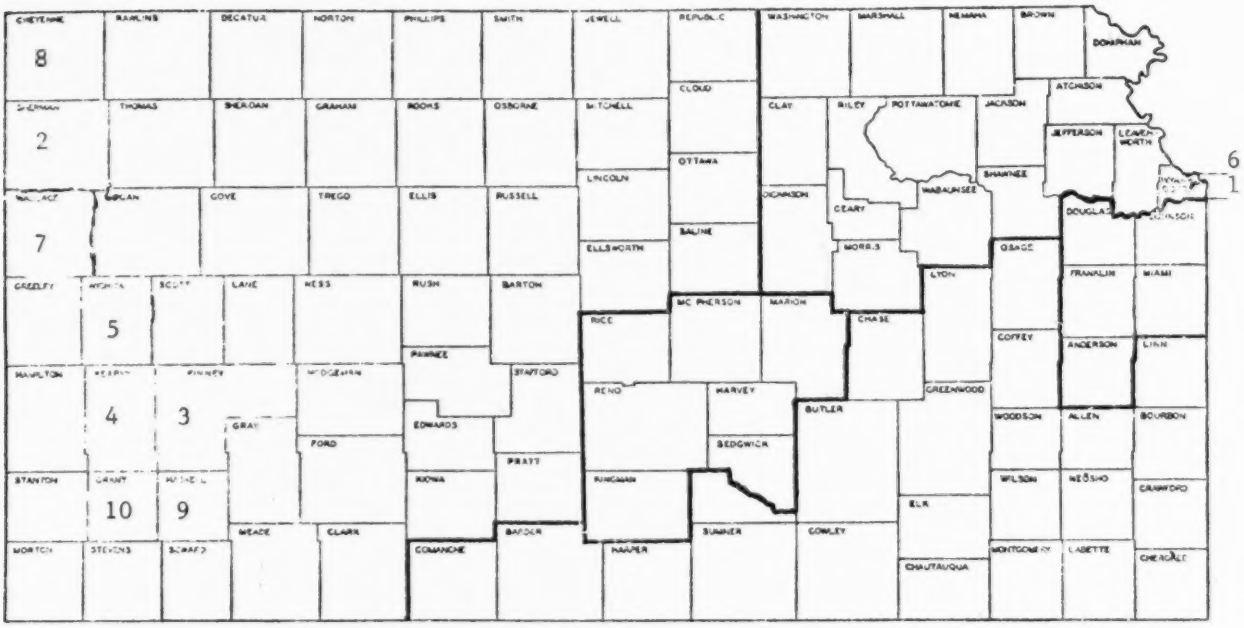
I. GEOGRAPHICAL LOCATION OF MIGRANT PROGRAMS:

Migrant agriculutral workers are employed in the sugar beet fields of the western part of the state; those in the eastern section work for employers engaged in truck gardening.

KANSAS



1. Bonner Springs----------Wyandotte County
2. Goodland----------Sherman County
3. Holcomb----------Finney County
4. Lakin----------Kearny County
5. Leoti----------Wichita County
6. Piper----------Wyandotte County
7. Sharon Springs----------Wallace County
8. St. Francis----------Cheyenne County
9. Sublette----------Haskell County
10. Ulysses----------Grant County

II. PROJECT DATA

A. Number of local educational agencies conducting Title I attendance centers for the education of children from migrant agricultural workers.

Regular school term---------- 2
Summer school term----------10

B. Number of Participants by Grade Level

Grade Level	Regular School term	Summer School term
Pre-School	18	212
Kindergarten	5	144
1	4	146
2	9	133
3	8	130
4	4	133
5	2	89
6	3	76
7	4	27
8	2	34
9	2	28
10	3	12
11	1	10
12	0	0
Total	53	1174

Migrant children are evaluated for grade placement by a combination of tests, age and opinions of teachers, aides, and principal. Age is the predominate factor in determining grade level for migrant children in the attendance centers during the summer school sessions.

C. Number of Participating Children as to Age

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	over 14
No. of Children	2	27	113	117	143	141	122	126	111	119	66	54	26	7	none

The number of children participating in the summer programs decrease steadily after the age of 10. Other interests and duties begin to prevail over school attendance for children over 10 years of age.

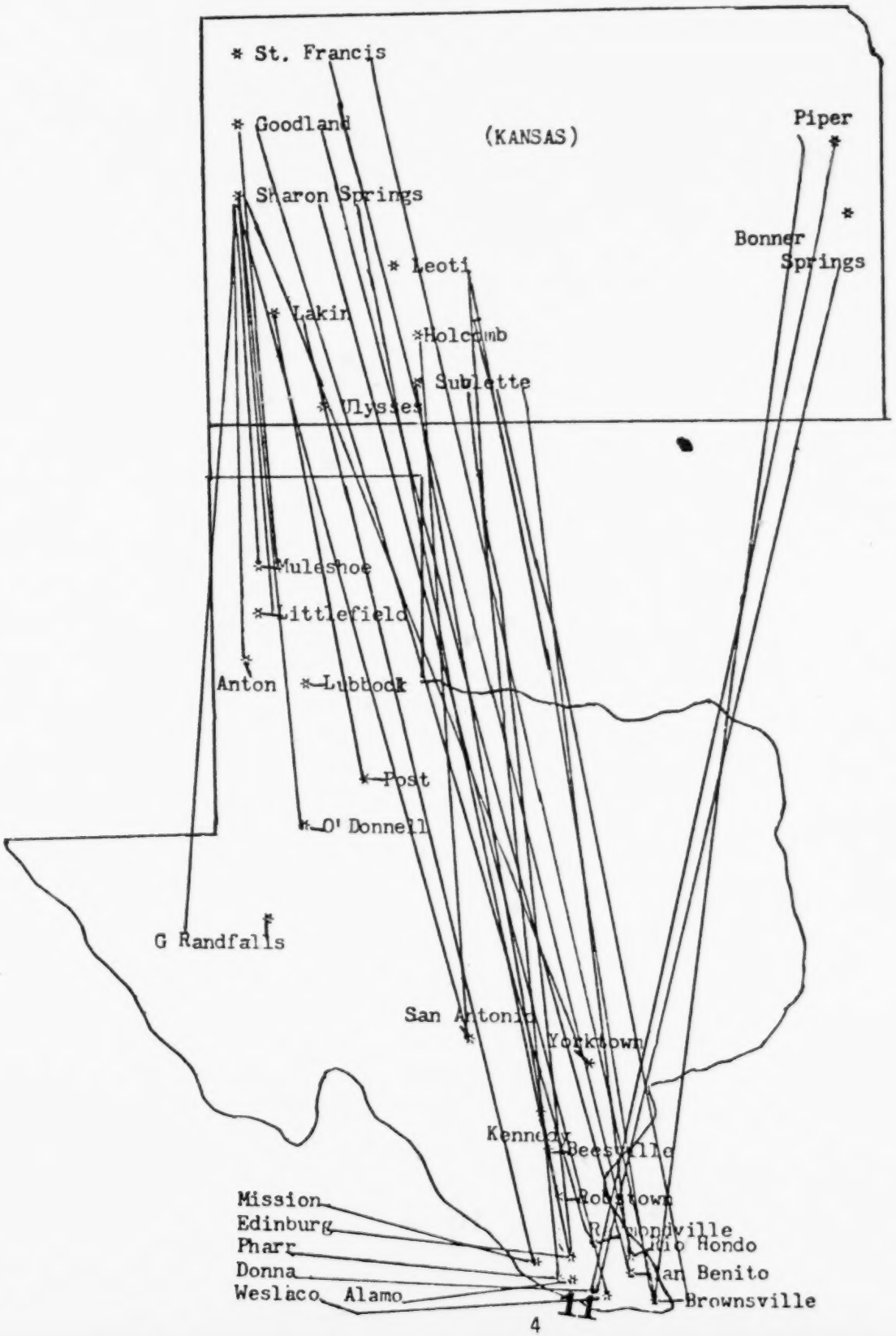
D. Length of Time Students Participated

Approximate Length of Time in Weeks							
Less Than One Week	1	2	3	4	5	6	More Than six weeks
73	31	77	87	100	103	588	115

The above data affords an opportunity to take a look at the mobility

of the migrant children. The summer program was six weeks in duration at all attendance centers with the exception of one center that operated for an eight week period. Seventy three children attended less than one week; 104 attended one week or less; and 268 attended not more than half of the summer session. However, 703 children were in full attendance for the complete summer session.

E. HOME BASE OF MIGRATORY CHILDREN ATTENDING THE VARIOUS ATTENDANCE CENTERS IN KANSAS.



III. INNOVATIVE AND/OR EXEMPLARY PROJECTS

A. Methods and Activities

Several methods and activities seemed to produce excellent results. The area of Language arts and oral communication, the basis for almost all activities, was declared most successful by classroom teachers. It is evident that the Migrant child is very limited in personal experiences. It was found that with oral expression the migrant child's view-point of the world in which he lives can be broadened.

In encouraging the Migrant child to talk and discuss, all areas of endeavor in school kept the "Tortilla Curtain" raised.

Much of the process of learning a foreign language is habit. The best approach was through telling stories from pictures, conversations, complete sentence structures, personal questions, (How are you?, etc.,) numbers, and colors. Teachers did not try to translate into Spanish for them because this would not help them think in English; however, Spanish speaking aides were able to give the children reasons why certain structures are used in English. To learn a foreign language, the children must go through every step the young child goes through in learning his native tongue. Repetition is very important in this process of instruction. At first the children need to listen carefully to the sounds of English and accustom their ears to new sounds which are not evident in the Spanish language.

B. Innovative Projects

Leather Crafts

A new activity which proved to be very successful was leather crafts. This class was for children nine years of age and older and was taught separately from regular arts and crafts.

The basic fundamentals for leather work and the use of books were taught. The children learned fast and proceeded to make their own belts. All leather, buckles, and other material used, were bought by the migrant program and were free of charge to the children.

Library

The children looked forward to the library period where they were taught proper library procedures and had the privilege of reading the books of their choice.

Choral reading by means of audio visual equipment was a very successful activity. Children also learned to operate projectors of different kinds as well as tape recorders and other equipment assisted by their teachers and librarian.

Field trips were greatly helped by discussions and other activities such as filmstrips before and after field trips.

In the library the children also became acquainted with the use of puppets. The older children would act out nursey rhymes with their puppets. The children also would present some of these puppet shows to younger children in the lower grades.

Chip Grading System

"Chip Grading System" was another project carried on by the older group. This activity was for children twelve and thirteen years of age. Instead of a grade system they were graded on a chip system. Each student could earn from one to ten chips for assignments turned in, or progress made. Students were not competing against each other but against themselves. The teacher was the judge.

Students could cash in their chips at the end of the week for prizes. Items used were mostly inexpensive such as penny candy, candy bars, gum, games, toys; although some items were a little more valuable such as color-by-number kits, cosmetic play kits, travel kits, and a small transistor radio. These items were displayed in the room daily. Each item was tagged with the number of chips it was worth.

One observation was made by the teacher. Children who were brighter academically seemed to save chips over a longer period of time to get better items, while some of the slower students would cash their chips weekly and even daily for smaller items. This proved to be very successful because it motivated the students to improve themselves and strive to do better work. It was possible for a slow student to accumulate as many chips as a bright student since they were graded as individuals.

Bowling

As part of the physical education program, the twelve and thirteen year old children were taught the fundamentals of bowling. They were taken to the local bowling alley where they were shown all the mechanism in operation of a bowling lane. They participated in bowling classes for a period of two weeks. It is possible these children may not otherwise have been exposed to this sport or learned its fundamentals. Allowing only the older students to bowl and participate in certain activities, provides some incentive for the younger students the next year. They will be looking forward to participating in that certain activity the following year.

Cosmetologist

To reinforce the health class program, one attendance center secured a cosmetologist from a Vo-Tech school to conduct sessions on skin care, hair care, and other grooming needs.

Field Trips

Field trips proved to be a very beneficial method of achieving oral expression and oral communication for the migrant children. This language experience approach was used successfully in all grade levels. Adequate preparation before each field trip made the event more interesting and informative for the children. Follow-up discussions and conversations revealed opportunities for oral expression. Examples of field trips taken are as follows: dairy farm, hog raising farm, chicken farm, cattle feed lot, museums, zoos, State lakes, super markets, fire stations, County Courthouse, newspaper printing shop, and train rides.

Swimming

Swimming was a daily activity in nearly all of the attendance centers. The community swimming pool was designated to the migrant program at a specified time, usually in the morning, at most attendance centers.

Photo Panel

A photo panel proved to be a valuable project. Pictures were taken unexpectedly during school activities and on field trips. The photo panel was placed in the hall where everyone could see the pictures. The children would look at the pictures and go back into the classroom with an abundance of motivation for oral conversation. Parents coming to school to visit would go through the whole panel of pictures trying to locate their child. In addition, the pictures gave the younger children an insight of what the older children were doing. Visitors and other interested parties were also shown some of the activities of the summer program.

Meal Time

During the noon meal and snack time the children were assigned five to a table with an adult sponsor. Each day a different child served as waiter, waitress, host or hostess. Table groups were recognized with a surprise package when all foods were eaten. Manners were improved and more individual practive was given in developing conversation. This project was selected because the children were not eating their food nor using their manners while eating. They did not want to stay at the table until all were finished. Just a little prize certainly changed the picture.

Individualized Instruction

Individualized - personalized approach for the instruction of older migrant children proved to be most profitable since the learning gap seemed to be much wider at this age than at the primary level. Children were given an opportunity to work at the grade level, which their age suggested but if found to be unable to function at this level a personal program of instruction was developed for them at a level which they could be successful. Children responded to this personal attention with much eagerness and sincerity. Reading and arithmetic were the two main areas of concentration since this

seemed to be the two greatest areas of need for this age group.

IV. MEASUREMENTS

A. Objectives

Objective tests were not used in the state programs for migrant children. Standardized tests for measuring achievement in the state program did not seem appropriate The summer sessions were six weeks in length, which is not a sufficient period of time to obtain true results that would justify the time and expense of test implementation.

B. Subjective

The tests used in the state program were teacher developed to measure the child's progress in a particular subject or activity. The areas most usually tested by this measurement were reading, mathematics, social studies and science.

V. CHILDREN SERVED

A. Estimated Number

The estimated number of migrant children to be served, as per application, was 1,268. The actual number of migrant children enrolled in all attendance centers during summer school was 1,174. The decrease in enrollemnt appears in older established agricultural areas. More and more Spanish-American families are establishing permanent homes in these sections of the state and in due time are losing their identity as migratory workers. A new sugar plant, in the northwestern part of the state just completing its second season, is responsible for increased enrollments in that section. More farmers are contracting with the sugar processing plant to raise beets each year. The area is expanding to neighboring towns so that next year it will be necessary to open additional attendance centers for the children of migratory agricultural workers.

B. Actual Number

The actual number of children from migratory agricultural workers attending school in Kansas, during the summer of 1970, was 1,174.

C. Identification

Kansas uses the definition of a migrant child as defined by the United States Office of Education for student identification:

> "A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities."

VI. Grade Placement

Summer migrant school programs are 6 to 8 weeks in duration. It is difficult to place these children by testing since no adequately designed instrument of measurement has been satisfactorily established for this use. Teachers were instructed to formulate simple diagnostic tests to determine the capabilities of these children and to proceed from those results. Grade placement was determined by a combination of age, ability of child, and opinions of teachers, aids and directors. Age is the predominate factor in determing the grade level if any one factor could be stressed. Through teacher observation, if a child was capable of doing better work, he or she was placed in the next higher group; this could also be applicable in reverse. Specific objectives were established for each child and he advanced as the objective was accomplished.

VII. Teacher-Pupil Ratio

The teacher-pupil ratio in all attendance centers combined averaged 1 to 12.7. The teacher-pupil ratio range in the attendance centers was from a low of 1 to 6.6, to a high of 1 to 21. Six of the 10 attendance centers had a teacher-pupil ratio below the average of 12.7. The teacher aide-pupil ratio was 1 to 11.5.

The curriculum was designed to fit the needs of the children not to fit the children to the curriculum. In teaching migrant children "flexibility" is the key work. Children adapt to a flexible situation more readily than to a more rigid type of activity. Individual instruction permits students to advance at their speed and capability. The attempt to keep everyone in the class on the same level of accomplishment is not a part of the migrant curriculum. Aides play an important part in the teaching of migrant children. Generally, they are bi-lingual and capable of understanding the migrant child. Since their duties were to relieve the teachers of menial activities, to observe students during study sessions and work periods, it gave the teachers more time to spend on instruction. The curriculum is constantly being changed, added to, and adapted to meet the needs of the children in the program. In the migrant programs, it is important to improvise, innovate and experiment in order to adopt curriculums to meet the variety of student needs.

VIII. Inter-Relationship with the Regular Title I Program

Regular Title I programs utilized to supplement migrant programs as listed below:

1. remedial reading
2. remedial mathematics
3. health services
4. library services
5. teacher aides
6. food services

These programs operating during the regular school term and during the summer session for Title I low-income students have been a supporting factor for the migrant session. Some training centers believe that migrant children could be integrated to provide special instruction and individualized attention. As the child was tested and found to have abilities to benefit from available services he was placed in that particular activity.

A few attendance centers utilized some of the same personnel, facilities, and equipment in both the regular Title I program and the migrant program. Joint use of speech therapist, guidance counselors, music, library, nurses and playground personnel provided by Title I programs with migrant programs.

Personnel from the low-income programs and the migrant programs attended multiple funded in-service training work shops designed for professional growth and personal interest. Joint faculty meetings during the duration of the summer session sharing teaching aids, materials and ideas were common practices in many attendance centers.

Attendance centers in the sugar beet area are confronted with the problem of having migrant children coming into the community before the regular school term closes and staying in the community after the fall term begins. More and more migrant agricultural workers are finding work available and are staying in the community the year around. Title I funds, supplemented with migrant funds, have been used to hire teacher aides, furnish facilities and equipment for short durations, as well as, the provision of free lunches during this extension of time.

The Title I Director is the coordinator of the training involving the children of migratory agricultural workers. He attended the workshop on migrant education in McAllen, Texas, which is sponsored by the Texas Educational Agency. This workshop has gained national recognition in the education of migrant children. The attendance to this workshop has nearly doubled since its inception in 1967.

There was a workshop on the training of migrant children held at Fort Hays State College in Hays, Kansas. This workshop was directed by Dr. Edith Dobbs; was funded by Title I and offered two hours credit for its participants. Program directors, teachers, and teacher aides were enrolled in this workshop during the spring term.

Mr. Pete Valdez, Kansas Migrant Consultant and Migrant Program Coordinator, advised and encouraged Title I Directors to exchange visits within their program whenever possible. In meetings with the program directors, administration procedures, curriculum, evaluation and community rapport headed the agenda.

Some of the migrant attendance centers brought personnel from Texas to work in their programs. Personnel included directors, teachers, and teacher aides; all of whom were well qualified, certified, experienced and bi-lingual.

IX. Coordination With Other Programs

A. Cooperating Programs

Federal, state and local agencies are cooperating to provide comprehensive services to migrant families.

The Kansas State Health Department, in cooperation with County Health Organizations are conducting an extensive health service and program for migrant children. The health services include:

1. Physical examination
2. Tuberculin skin test
3. Audio-screening test
4. Visual-screening test
5. Dental examination

Through the migrant school program, many children are receiving the only medical services acquired. The service is extensive, and through interstate cooperation, on acute cases, arrangement for a follow-up is made in the area of the child's home base.

The county welfare office gave whatever assistance that was needed or requested. Many families fail to take advantage of the services given by welfare. Many do not ask, as such services are unfamilar to them; also, the pride in not wanting to ask for help, and too, many fear there may be a cost for the service. The Welfare Department in many areas have hired bi-lingual personnel from the migrant population in the community to assist in communication, and inform the migrant people that such services are available for them.

The Health Department sponsored clinics, films and discussions with a bi-lingual person in charge. This approach proved successful to encourage migrant families to attend these sessions on health.

Free medical attention was provided to the migrant children through the migrant program. Local doctors and health agencies provided the cooperation needed to cope with the various health problems.

B. Coordination Between These Programs

The program director and other program coordinators operated on a "complete cooperation basis." This facet was accomplished from the administration level. The chief reason for this approach was to eliminate waste, and the over-lapping of programs. The guiding factor was to meet the need of the child with the minimum amount of time, expense and building space. The additional programs in practically every instance were conducted in the same building where the migrant program operated. The arm of effective program administration is primarily to avoid the duplication of services through the existing programs while satisfying the needs of the migrant children.

C. Gaps

The implementation of the migrant transfer form system for migratory children in school will help to co-ordinate the efforts of several states on keeping up with the migrant children.

The drop-out of teenagers from the migrant program continues for three major reasons.

1. financial
2. lace of motivation
3. lack of parental concern

To resolve this problem, a better link of communication must be established between parents, school centers and the children themselves. Making the migrant families aware of these problems is a major task by itself. Lack of interest among the migrant parents and their children to take part in services that are available continues to be an exhausting problem. After consulting with parents in the "beet fields," it is a fact that they have no knowledge of services available. In solving this problem, it is necessary to have a bi-lingual person available to serve the migrant people in this particular need.

There is a place for a special education instructor in the migrant program. Year after year, a small group of children are placed together because of age, inability to work at their grade level, and because of emotional problems. The need for someone to work with this element of migrant children is conspicuously absent.

Day-care centers are available at each attendance center to provide as much care as they can under the existing conditions. However, in many instances, young children stay at home and keep an older child from attending school that particular day. The children who should be in the day-care centers are usually suffering from health and nutritional handicaps.

Suitable housing continues to be a major problem for the migrants in their search for agricultural employment. Several reasons are instrumental in causing these problems to exist. Migrants have large families, small communities have no rental housing available, and many landlords will not rent suitable housing to this group of people. It is suggested that an agency of some sort be established to be responsible for finding and providing adequate migrant housing.

X. In-Service Training

A. Staff Training

The State Title I Director and Evaluation Consultant, along with a representative from each of the 10 attendance centers, attended the Regional Conference on migrant education and the transfer record forms held in St. Louis, Missouri.

A two-hour credit workshop for teachers teaching, or interested in teaching, children of migrant agricultural workers has been offered the past 2 years at Ft. Hays State College in April and May under the provisions of the Title I Section, State Department of Education. Dr. Edith Dobbs, Associate Professor of Education, directed the workshop.

A one-day workshop for administrators, teachers and teacher aides was conducted on June 8, at Piper School, one of the migrant training centers. School personnel from two of the attendance centers, namely: Bonner Springs and Piper, were in attendance. Mr. Pete Valdez, Kansas Migrant Program Coordinator from Texas, and Mr. Armando Correa, Texas Interstate Project, were the consultants for the workshop.

Regular staff meetings were conducted in each attendance center. Several of the centers employ Mexican-American school personnel that assist other teachers and aides in the program. Mr. Pete Valdez, and Armando Correa visited each migrant training center and conducted in-service training sessions at every opportunity.

B. Interstate Involvement

During the Fort Hays two-hour credit workshop and the Piper one- day workshop, "outside" consultants were brought in to enrichen the agenda. Visiting consultants were obtained from Texas, Colorado, Washington, D.C., and the State Title I Director.

C. Type of In-Service Training Programs

The workshop on the Fort Hays State College Campus directed by Dr. Edith Dobbs, was designed to explore curriculum materials, techniques and methods of teaching migrant children. Key emphasis was placed on vocabulary development and communication skills. All information was geared to help the teachers achieve the three goals set for the education of migrant children during the summer sessions. The goals were to help the migrant children overcome deficiencies in three areas: (1) oral communication, (2) cultural experiences, (3) health and physical education.

The workshop at Piper was designed to aid the teaching staff to understand the background of the migrant child and give suggestions for the development of curriculum in teaching oral communication, health and physical education. A curriculum guide was presented and discussed; thus, enabling the teaching staff to accomplish unity on education of the migrant child.

D. Demonstrating Curriculum Materials

Mr. Armando Correa, of the Texas Interstate Teachers Exchange Project, demonstrated the use of teaching materials used in the education of migrant children at each of the attendance centers during his visitations. This information proved to be very useful for school personnel in helping them to understand and to work with migrant children. Emphasis was placed on the teaching of skills and the employment of materials available to accomplish these skills. Most of these demonstrations were performed by Mr. Correa in the actual classroom situation.

E. Interstate Teacher Exchange

A representative from Texas Education, Mr. Armando Correa, Physical Education Instructor from the Lyford Independent School District, Lyford, Texas, was assigned to Kansas to act as a program coordinator for the training of migrant children. This was the fourth consecutive year Kansas has benefited from the cooperation of the Texas Educational Agency in this adventure. Mr. Armando Correa spent 10 weeks in Kansas visiting the attendance centers involved in the training of migrant children observing, advising, demonstrating, and answering questions individually and in faculty groups concerning the improvement of migrant education and correlation of the Texas and Kansas Programs. Words cannot express the true value of this representative from Texas to the teachers in the Kansas Migratory training program. The suggestions of teaching materials and demonstrations of effective teaching techniques and procedures were invaluable assets to the Kansas Program.

XI. Non-Public School Participation

There were no non-public school children participating in the Kansas program for migrant children.

XII. Dissemination

A. Intra-State

The Texas Exchange Teacher Project's representative, Mr. Armando Correa, kept the 10 migrant training centers in close touch with the latest teaching procedures used in the regular migrant schools in the State of Texas. This type of close coordination is essential in keeping a uniform pattern in the teaching of the migrant child. The exchange of ideas between the two states proved effective in the teaching process and was valuable in the effectiveness of the program. Close cooperation of this type, plus follow-up activities will definitely improve the education of the migrant in future programs. It is this type of communication between programs that will influence the outcome and improved results of the present educational values now being stressed by the migrant training centers throughout the State of Kansas.

Mr. Pete Valdez, Texas Educator on the Kansas Educational Agency staff and Mr. Armando Correa of the Texas Educational Agency, both bi-lingual, proved essential in communication and dissemination of the migrant program to civic groups and migrant families. Their presentations to civic groups throughout the state brought a high degree of awareness to the areas of the problems confronting the education of migrant children. Local coverage of their presentations were publicized in local newspapers and over local radio and television broadcasts.

A bi-lingual teacher from Texas, teaching in one of the Kansas attendance centers, published a school newspaper on a weekly basis. The paper featured articles concerning the activity participation of the students. News of the activities in the school were published in both English and Spanish. The migrant parents advisory committee also contributed news that was featured in the school paper. The articles published in Spanish were of considerable interest to the parents of the migrant children attending school. Both parents and children looked forward to the day the paper was published.

Fort Hays State College sponsors a two-hour credit workshop for teachers teaching migrant children in the Kansas attendance centers.

The workshop for teachers of migrant children was held at Piper, Kansas, where methods and techniques of teachers were presentd by consultants from the Texas Educational Agency.

Copies of the state educational agency's report on migrant education, requested by U.S.O.E., are also sent to all college libraries within the State of Kansas.

Another successful means of disseminating information was a poster board placed in the workshed where the parents worked. This poster, entitled "Summer Fun" contained polaroid pictures showing the various activities the students participated in and enjoyed during the summer.

The citing of dissemenation techniques used by one attendance center is typical of the methods used in all attendance centers such as:

1. Letter of information distributed to parents of Mexican-American children attending school.
2. Home visitor made personal contacts with all parents in the community informing them of the nature and importance of the migrant program.
3. The children were included in the discussion of the activities to be included in the migrant training program.
4. Newspaper articles accompanied with pictures on the migrant program.
5. Radio-programs, interviews, etc.
6. Speaking and demonstrations to local organization groups.
7. Teacher evaluation sheet on the program to gain ideas for future programs, as well as, to evaluate the success of the present program.
8. Family night programs.
9. Regular weekly bulletins.
10. The children themselves.

A copy of the State evaluation report was given to all attendance centers participating in the training of migrant children.

The State Department of Education includes news items and announcements concerning migrant education in their regular monthly newsletter which is sent to all local educational agencies and other interested personnel in the state.

The attendance at the parental conferences and evening programs, was increased over previous years. This, coupled with increased favorable comments and participation by personnel within the community, provided the basis for the conclusion that education of migratory children is becoming an acknowledged obligation of all communities employing migrant agricultural workers.

B. Inter State

Copies of the Kansas State Report on migrant education is exchanged with other state educational agencies.

The state educational agency director of migrant programs and representatives from several of the migrant training centers attended the workshop for teachers and superviosrs of migrant programs held in McAllen, Texas, sponsored by the Texas Educational agency.

The Texas Educational Agency sent a teacher to Kansas for the fourth consecutive year to work with the teachers in our migrant training program.

The state educational agency director, evaluation consultant, and representatives from each attendance center attended a workshop on the migrant transfer record held in St. Louis, Missouri.

The state educational agency director attended the third annual conference on migratory education in Monterey, California.

Feature stories and pictures concerning training of migrant children in Kansas published in the KANSAS CITY STAR, a Missouri newspaper.

A group of states consisting of: North Dakota, South Dakota, Nebraska, Iowa, Missouri, New Mexico, Wyoming, and Kansas hold bi-annual Title I conferences. All Title I programs are on the agenda with migrant training featured.

Correspondence and telephone conversations exchanging ideas with other state educational agencies have proven valuable to our state agency.

State reports, phamplets and bits of information, concerning migrant education have been received by the state from numerous other state educational agencies.

XIII. Community Involvement

A. Migrant Parents Participating

Migrant parents participated in the Kansas program for the education of their children in varied capacities such as: aides, home visitation representatives, day care workers, and advisory committee members.

B. Activities Involved

As a whole, parent involvement was very good. The degree of involvement on their part continues to improve every year as they become better acquainted with the objectives of the migrant program. Parents are quite responsive in sending children to school regularly and on time. Attendance rate has increased every year despite the early time of the morning when the bus "picks up" the children.

One attendance center states, "our program utilized the migrant mother as either teacher aides or child care aides. They become quite involved in the work that accompanies the position and were, without doubt, very proud of their position and the responsibility that goes with it."

The liaison person conducting home visitations was most valuable in maintaining good communications with the migrant parents.

Two mothers, one high school girl, one college boy and a college girl all served as bi-lingual aides in one of the training centers. In many of the other centers the report was the same, as cooperation and eagerness to participate in growing each year.

Migrant parents are gaining confidence in the migrant programs. They now have a more positive interest in their childrens education.

C. Parents Participation in Planning

As one attendance center reports, "we were fortunate in having an advisory committee composed of parents from the migrant community. The committee offered helpful suggestions on how to improve the services offered by our program. The committee was also beneficial because it let the teachers know that the parents appreciated and were interested in what they were trying to accomplish."

The above is a typical statement as expressed by other attendance centers. Advisory committees composed of parents of migrant children served in the migrant training center, ascertaining needs and determining results of the activities incorporated in the program.

D. Volunteers

Volunteers were used quite extensively in the attendance centers for the training of migrant children. In one center, six volunteers

worked in the migrant Bible school. Farmers and business men of the community cooperated who heartily in helping with the success of the program. They helped the program by making their farms and business places available for field trips. The use of volunteers was never refused at any of the centers, and it varied from place to place. Some of the ways in which volunteers were used are as follows:

1. Advising school personnel where other migrant families with school age children could be located.

2. Assisted in over-coming the language barrier.

3. Assisted on field trips.

4. Cooperated and assisted in classroom activities.

5. A few helped on individual trips to the doctor and dentist.

6. Furnished transportation for field trips.

Church organizations contribute much needed clothing to children and families when the need exists. Efforts to improve the housing situation has been a joint effort in many communities. There is a long struggle ahead in the regards to housing but the communities are fast becoming aware of this critical situation. The sentiment toward the migrant family is rapidly changing; quite a contrast to the past when the only thing welcome was the dollar they left in the community.

XIV. Program Effectiveness

The effectiveness of any sound instructional program is measured in good post-program results. After establishing the goals, general and specific objectives of the program, the effectiveness is the sum of the childs' awareness, participation and achievements. The program was geared to meet the basic needs of the migrant child. Since the unmet needs of the migrant child are monumental, the program developed to make long constructive strides in the lingthy road against these specific problems. The migrant child's most urgent needs are in the areas of education, health, nutrition, and recreation. In realizing these problem areas, the program directors effectively geared the program in and around these particular and specific problems. The migrant child benefited from the educational program in helping to orally express and develop the English language---he so dearly needs. In health and nutrition, the child learned good habits, essential to his everyday living along with good healthy eating habits. Recreation was geared to make every child excel and gain the confidence of belonging to an activity that made him an equal to his peers. A happy healthy migrant child in school every day will measure the effectiveness of the program better than it could ever be described.

The state educational agency is not aware of migrant programs that were conducted with little or no success. Programs of this nature have not been reported to, nor observed by state coordinators. Conversing

with the program coordinators in the attendance centers, it was concluded that programs of this nature were soon revealed and then eliminated.

XV. Special Areas

A. Vocational and Handicapped Areas

There were no programs in the Kansas migrant training centers in the vocational and handicapped areas except the following which have slight resemblance.

Vocational--an arts and craft class for boys over 10 years of age where they made footwear, belts, jewelry boxes, and plate engravings. These areas were selected to aid the boys in manual dexterity activities that were practical and provided a measure of accomplishment.

A homemaking class for girls over 10 years of age in which they participated in sewing, clothing care, and food preparations as basic phases of home management.

Educationally handicapped--Older students unable to function anywhere near their own age lever were placed in a section by themselves and given personal instruction rather than being placed in a group with much younger children. The instructor would begin with the students level of attainment and attempt to give them a background in the basic elements.

B. Were They New Programs

No, the programs described above were used for the second year with changes and alternations depending upon the capabilities of the children involved.

C. Were They Supplemental Programs

The programs described above were supplemental to existing programs in specific attendance centers.

XVI. Construction and Equipment

There was no money specified in the application for construction purposes nor for the purchase of equipment. Slightly over $ 2,000 per attendance center was specified for the purchase of teaching supplies and books. This was chiefly consumable material and contributed toward the realization of the accomplishment of the program objectives and toward the improvement of the instruction for the migratory children.

XVII. Supportive Services

The uniform migrant student transfer form is now a definite part of the Kansas migrant program. Kansas was designated as one of the seven pilot

states to initiate the transfer form in the fall of 1970. This supportive service enables the migrant training centers to send and receive information on migratory children from the National Migrant Data Bank System located in Little Rock, Arkansas. The transfer form will enable the centers to receive more complete information on each child. The respective schools in Texas will also benefit from the form, as they will receive information concerning the childs experiences, education, health, etc., that took place during their absence from the home base. The information on this transfer form enables the training centers to place the child in his proper grade level, know his record of innoculation, dates, and results of physical, vision and tuberculin examinations. Everyone should benefit from the use of the transfer form that is involved with the training of the migrant children--program coordinators, teachers, nurses, parents; the children themselves should be the prime beneficiary.

XVIII. Program Integration

Attempts to integrate the migrant training center program with the regular school program varied in the different attendance centers. Fear of segregation was eliminated when occasionally migrant children invited friends (non-migrant) to attend school for a day or two. Non-migrant children visited all day and would take part in daily activities. Local parents and migrant parents agreed this was a good opportunity for the migrant children to share some of the local childrens' customs and experiences which also proved to work both ways. Physical education programs were combined in some centers. Several migrant children attended remedial classes in reading and arithmetic provided by the Title I program. It was believed that they would receive more individual attention ~~in~~ specific areas of weakness in these subject areas. The equipment and library materials purchased under Title I and Title II were used. In every attendance center, the migrant training sessions were conducted in the public school building and were permitted to use public school equipment and facilities.

XIX. Staff Utilization

1. Teachers
   - Total number employed ---------- 98
   - Source
     - Local ---------- 89
     - Other ---------- 9
   - Number bi-lingual ---------- 18

2. Aides
   - Total Number Employed ---------- 112
   - Source
     - Migrants ---------- 15
     - High School Students ---------- 24
     - College Students ---------- 51
     - Community Volunteers ---------- 21
     - Other ---------- 1
   - Number bi-lingual ---------- 36

Teachers--There were a total of 98 teachers used in the 10 attendance centers; 89 were regular school term teachers re-employed for the migrant summer program. Nine teachers were obtained from other states, most of them were teachers from Texas, experienced in teaching migrant children. Eighteen of the teachers were bi-lingual and many of the others could be termed semi-bi-lingual; that is, they can understand enough Spanish for sufficient interpretation.

Aides--The total number of aides employed were 112. Fifteen were from migrant families, 24 high school students, 51 college students and 21 community volunteers. Forty-Nine of the aides were Mexican-American, and approximately 50 percent of these could speak Spanish.

Aides were used to assist the teacher in whatever activities they planned. They could be called the teachers "right hand man" as they assisted in many ways. Beginning the day they helped serve the children's breakfast, helped with the toothbrushing time, took roll call, ran off mimeograph material, ran errands, accompanied the class to physical education, music, supervised showers, and in general helped the teacher with whatever was needed. Throughout the 10 summer migrant educational centers, aides were used to:

1. Allow greater opportunity for individualized instruction

2. Released teachers from routine clerical, monitorial and some supervisory duties.

3. Provided for improved home-child-teacher communication and understanding.

4. Improved the relationship between students and the teachers.

5. Provide a more meaningful learning environment.

Adults assisted in food preparations in the kitchen, bus driving and custodial services. Each attendance center used as many adults as was necessary to conduct the migrant program successfully. Parents, in some of the attendance centers formed advisory councils to perform liaison services between personnel of the centers and the migrant parents. These services informed the parents concerning the program and helped maintain a good attendance in school. The line of communication between director, teacher, and parent was improved three-fold by the parents advisory council and the end results were improved attendance and achievement of the child.

Professional personnel, in the migrant centers, consist of qualified teachers, program coordinators, nurses, state health officials, doctors, dentists and one center used a cosmetologist.

XX. Programs Implemented

A. Goal

The education program established and coordinated by the state educational agency stressed oral language expression and development, cultural experiences, health and recreation as goals for the migrant training centers. Different methods and activities were implemented to attain the desired level of learning. The school program was geared to stimulate motivation

and active participation from each student.

B. Health Services

The health services provided by each center are coordinated with the Kansas State Health Department. Each center is provided with a school nurse and all have the help of an aide. Health services are essential to meet the needs of the migrant children. They are given physical examinations, vision screening, hearing tests, tuberculin skin test, and dental examinations. Many instances when the children need medical care they are taken to the doctor's office. Minor medical care is provided at the school to children in need of such care as minor cuts, upset stomach, lice, etc. In providing medical attention to migrant children, the main objective was to indoctrinate a basic good everyday living habit.

C. Individualized Instruction

Individualized instruction permitted migrant children to be placed in the school program with children of their own age and instruct them at their level of achievement. Some children that enroll are three to four grades below their age group. With the advantage of a better than average teacher-pupil ratio, by utilizing teachers and aides in an effective individualized instruction approach it was possible to place all children at their own age level. The division of the group into a two-grade level situation, the teacher and aid could spend more time with each individual child. This method was very effective; children responded well, and it was recommended highly by each program director.

D. Substantial Services

The lunch received by the migrant children was balanced and nutritious. Many centers served breakfast, followed by a mid-morning break, of usually milk, cookies and orange juice. A hot lunch was always served to everyone at the noon hour. In the afternoon, before going home, the children were given a variety of fruit, cookies, and something to drink. All training centers, with the aid of the regular school dietician, worked on upgrading the lunch program. Children were encouraged to eat what was served and at all times good habits were emphaized. Teacher, aides, and visitors always ate at the same table with the children.

E. Bi-lingual Aides

The using of bi-lingual Mexican-American aides has contributed immensely toward the success of the migratory training centers. Bi-lingual aides furnish the key to the much needed communication between the classroom teacher and the migrant child. All centers were encouraged to employ, at every opportunity, the use of Mexican-American aides. Often the aide and the teacher were both bi-lingual. Aides assistance did not

stop in the classroom,; it was instrumental in keeping rapport with the parents of the children in school. Teachers were encouraged to train the aides and encourage them to perform their duties as well as they could in all classroom situations. Many of the aides came from Texas, where the migrant children live, and have worked in the same center for 3 to 4 years. This factor has been valuable in gaining the confidence of the migrant community.

F. School Visitations

More and more parents are becoming aware of the educational programs for their children and visit school either on their own or by invitation from the attendance center. Bi-lingual aides help parents to get a sound idea of the intent of the program while visiting school. The parents observe their children participating in various activities in the school program. School administrators credit the high school attendance by the children to the rapport developed during these visitations to the school by the migrant parents. Local patrons are encouraged to visit the school to see what the program is doing for the migrant children; thus contributing to community support.

G. Arts and Craft

Arts and crafts activities contribute materially to the basic education program for migrant children. Some of the objectives of the program are to teach children to be more observant, to insure originality in individual expression, to develop responsible citizenship and desire to make the environment more esthetic, to teach children to recognize that each person has something to contribute, to provide opportunities for success not dependent on verbal language skills, to develop skills of self-evaluation and to teach the use of the visual elements for individual expression. Activities suggested in the different centers were to create something and not compare it with the work of others; also, to draw without looking at work. During the phase in homemaking, sewing skills were stressed in how to sew on buttons with and without a shank, snap fasteners, hooks and eyes. Leather work was very popular with the boys especially belt making. Arts and crafts program proved to be a very successful activity in the migrant educational training centers.

H. Program Summary

The program for the education of the migrant child was very successful in meeting the goals established by the state educational agency. Considerable emphasis was placed on the follow-up procedure of last years program. Methods and procedures of teaching were successfully implemented. Many activities used in the centers were developed around the interest of the child. At every opportunity, teachers employed the best method applicable to the learning process. The response of the child to the situation gave an indication of the programs' effectiveness. The overall attitude of children and school personnel radiated a clear picture of the worthiness of the migrant program.

XXI. Program Critique

A. Program

Keeping in mind the objectives of the summer migrant program, efforts were to carry out a plan of action formulated to promote academic learning; to develop oral English proficiency; to teach good health habits and provide physical exercises designed to build strong bodies; and a happy outlook on life.

The children made it known to the teachers they liked school and were sorry it was over. One little boy in the fourth grade insisted that "I'm coming to school next Monday anyway." This did not occur in only one center, but was repeated throughout all the centers involved in the program. This is a clear indication that the children in the program were happy in their new and different learning environment. The parents were more concerned with regular attendance than previous records indicate. They are becoming conscious of the skills achieved in the training sessions and feel a sense of pride in their childrens' accomplishments. The improved attitude in parental concern for their children will go far in providing these children with the necessary tools to be productive citizens. Conferences with parents and invitations for them to visit school in progress have given them a sense of importance and responsibility. They seem willing to be unemployed in the area for a short time so their children may finish the school session.

Many teachers have taught in the migrant training centers every summer since the beginning in 1967. They have noticed a marked change in the migrant education training program since the beginning. In the beginning, children and adults appeared to be very distrustful and did not seem to desire to speak English. Even the children's habits in the classroom have undergone tremendous change. For example, toys in the rooms for younger children used to be torn or broken as fast as they could be replaced, books were marked, materials wasted, equipment misused. Now the children take care of the equipment and have pride in how it looks. They are eager to show and demonstrate to parents and visitors. The pride seems to have rubbed off on the individuals also; they are much better dressed and cleaner now. General consensus indicate the program this year was more successful than it was in past years. Teacher progress records at the end of the summer session indicate positive advancement in achievement in all areas of instruction. However, attendance in the program was found to be directly related to the amount of achievement gained. Children attending the program regularly for the most part made a noticeable amount of progress. Teachers agreed there had been a marked change in childrens' and parents' attitude and much improvement in self-concept. Everything and everybody seemed to be on a higher educational level. This all indicates migrant programs are now showing the results of past programs. Somewhere someone is doing a good job of making these people aware of the importance of education.

The following subjective estimates of the value of the Kansas Migrant Training Program are based on the observations and study of the administrators, teachers and aides.

1. The children learned to follow directions more readily and to verbalize their needs in socially acceptable forms; they also listed better and were more attentive.

2. Expanded interest range.

3. Participation was more meaningful in group activities.

4. Displayed greater respect for the rights of others.

5. Spanish-American feeling of inferiority noticably decreasing.

6. Personal hygiene improved

7. Development of more individuality and self-reliance.

8. More cooperative in efforts to please teachers and peers.

9. Development of greater cultural awareness and orientation.

10. Improved opinion of school - enthusiasm replaced by shyness and hesitancy.

11. Field trips acquainted children with the unfamiliar.

12. Familiarized children with many concepts and objects that were here-to-fore unfamiliar.

13. Improved willingness to "try something" rather than hide behind the "tortilla curtain".

14. Acquaint children with American culture, games, songs, etc.

15. Develop a respect for the childrens' own heritage by familarizing them with films, stories and art.

16. Develop geographic orientation through field trips, films, classroom activities.

17. Vocational skills enabled children to develop self-satisfaction and pride by wearing something they had made themselves.

18. Increased imagination and expression of personal feelings.

B. Recommendations

Some of the attendance centers offered suggestions for improvement of the program. A few may only apply to a designated locality while others may have more value.

Teachers should be required to attend a workshop or conference to gain ideas and techniques from others before starting the training session.

Health films should be ordered by the school itself instead of relying upon the migrant health services to make the selections. This would also give the health service additional time to work with the migrant families the importance of which cannot be overlooked.

More and better planned parents night at the attendance center.

The library for the migrant school should be developed and increased in size (Texts, readers, tapes, transparencies, etc.)

The attendance officer should be free as much as possible during the day to call on the migrant families.

Lower the age of admission to the day care center releasing older children for shcool attendance.

Inter-relationship with local summer programs to produce a more realistic situation and enhance usage of English language.

A need for a counselor in the migrant program, as some children seem to have problems ranging from minor to severe in adjusting to a structured program of instruction.

A longer school session, as many migrants are in the community for eight weeks.

The state educational agency feels the program fails to meet the needs of the migrant children in the 13 to 14 age group. There is a large amount of these youngsters dropping out from the program. Three problems probably most dominant are: (1)financial, (2) lack of motivation, (3) lack of parental concern.

In trying to correct these causes of dropouts the various attendance centers have tried extensive use of bi-lingual personnel to communicate with the drop out and the parents attempting to explain, show and illustrate the need for additional education and the opportunities afforded them at the migratory attendance centers.

APPENDIX

A two-hour credit workshop for teachers teaching, or interested in teaching, children of migrant agricultural workers has been offered the past 2 years at Fort Hays State College in April and May under the provisions of the Title I Section, State Department of Education. Dr. Edith Dobbs, Associate Professor of Education, directed the workshop.

Dr. Edith Dobbs Named To Position

Dr. Edith Dobbs, associate professor of education at Fort Hays State College, has been appointed State Consultant on Migrant Education for the state of Kansas. Her area of specialization is curriculum development.

Dr. Dobbs is listed in the Directory of Consultants on Migrant Education, a publication from the U.S. Department of Health, Education and Welfare, Office of Education, Washington D.C.

The migrant education courses at Fort Hays State College will continue this spring under the direction of Dr. Dobbs. The workshop and the seminar in curriculum development is sponsored by the Title I Section, State Department of Public Instruction, in cooperation with Fort Hays State College.

MIGRANT WORKSHOP

June 8, 1970

PIPER HIGH SCHOOL
4400 No. 107th St.
Kansas City, Kansas 66109

Monday, June 8, 1970

8:00 - 8:30	Arrival & Coffee	
8:30 - 8:45	Welcome & Introduction of Guests	- Mr. John Mills
8:45 - 9:30	The Migrant Program	- Mr. Henry Parker
9:30 - 10:00	The Texas Migrant Program	- Mr. Pete Valdez
10:00 - 10:30	Coffee Break	
10:30 - 11:30	Panel Discussion "Program Effectiveness"	- Mr. Henry Parker - Mr. Armando Correa - Mr. Ernie Hill - Mr. John Mills - Mr. Pete Valdez
11:30 - 1:00	Lunch (To be served at School)	
1:00 - 2:00	Specialized Activities	- Mr. Pete Valdez
2:00 - 2:30	Break	
2:30 - 3:30	Explanation of Transfer Records Form	- Mr. Ernie Hill
3:30 - 4:00	Questions & Answer Session	- Mr. John Mills
4:00	Adjournment	

TEACHERS EVALUATION OF

MIGRANT EDUCATION PROGRAM - TITLE I

SUMMER PROJECT 1970

1. What classroom procedures or approaches did you find to be most successful?

2. List instructional materials and/or equipment which worked successfully for you.

3. In what areas do you feel the project succeeded?

4. In what areas do you feel the project failed?

5. Was there any noticeable change of attitude among the children? Please explain.

6. Please make suggestions for revising the program should it be offered again next year.

TEN COMMANDMENTS FOR THE TEACHERS OF SPANISH SPEAKING CHILDREN

1. Know the child's name. Be sure that you pronounce it correctly.
2. Know his family. This is best accomplished by visiting his home.
3. Break down any bad complexes that he might have.
4. Make his feel that he belongs. Let him share in the room activities. Let him know that you are sharing his pleasures.
5. Be lavish with compliments. Remember that he comes from a race that is very lavish with compliments.
6. Encourage honesty and cleanliness.
7. Be gentle with this child. Don't try to rush or push. He lives near the "land of manana."
8. Build his respect for his heritage. You have much to tell him of his forefathers.
9. Respect his culture and his religion. He comes from a race which loves beauty and has put beauty into pictures, pottery, music, and literature.
10. Above all, love this child.

NOTE: INFORMATION RECEIVED AT INSERVICE TRAINING

FAMILY NIGHT

Friendly contacts with parents are important in establishing rapport, in helping the parents; as well as the children, to adjust to school an and in increasing enrollment in the school. Invitations to visit the school and teachers, whenever necessary, should be part of the contacts made between the school and the parents.

On family night, parents are given the opportunity to observe the student's work in art and crafts classrooms. Parents also visit with the teachers and discuss the overall importance of the program. A wide variety of activities are presented by the children to the delight of the parents. The evening activities are brought to a close with refreshments for everybody.

TRAIN TRIP

One of our centers reported that the day of the "Train Trip", not one child was absent. This experience for many was the first time. There were many children present who had made the trip in previous years, but it still held their interest for a repeat performance. Not only did one center make a train trip, but most of the centers, at one time or another during the period of the school term did make a train-trip.

BUS SAFETY

Bus service to all the centers was adequate and on schedule to supplement the service by the Center.

Aides, as instructed by the teachers, assisted the children in boarding the buses. In some of the centers aides were assigned to bus routes to help the bus drivers in instructing the children on proper bus safety.

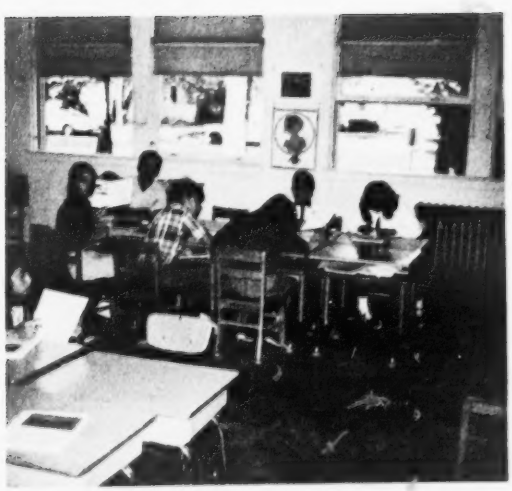
It was observed that with such attention to this activity, not one accident occurred in any of the Migrant Centers.

LIBRARY SERVICES

All the migrant school centers had access to the library of the school. All the libraries were adequately supplied with good volumes for the children to use.

This summer the children have enjoyed reading film strips in science, health, history, geography, and daily health habits.

Good readers were encouraged and taught to use the library effectively for their own personal use.



SWIMMING

Swimming has been a part of the Migrant Educational Program for the last four years. This year besides swimming as a recreation; swimming was also taught as a class for all upper age children.

We feel that swimming has been successful, as many students have improved in their swimming ability.

We may also add that the swimming activity program has served as a motivation factor in the increase in attendance.

Leoti - The best time of the week!

A VISIT TO THE DOCTOR

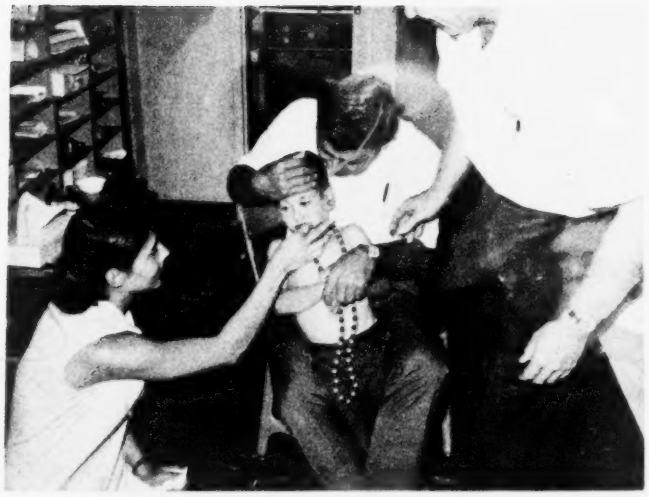
Migrant children with serious health problems, or those due for a physical examination found out that a visit to the Doctors' was not as bad as it appeared to be.

Teachers, and their aides managed to make a successful follow-through with a lesson on the "trip to the Doctor".

MEDICINE TIME

As necessary as it was, this was one time of the day that was dreaded; not only by the children, but by the director, nurse and aides alike.

Instructions on the administering of the medicine and various pills were given to the school personnel by the local physician.



LUNCH

In all the programs, a hot lunch was served once a day. Food and quality of diet, seemed to be adequate for the children. Children were encouraged to eat what they were served.

In lunch room observations by teachers, and aides, most of the children enjoyed lunch, breakfast, and the snaks given them before boarding the buses home.

A slight gain in weight was indicated by the majority of the centers.

AIRPLANE RIDE

The first airplane trip taken by a migrant center was undertaken during this present summer school program. It was discussed and studied by the directors to see if it could be feasible. One of the main reasons for taking such a trip was that many children would never experience such a trip. As it turned out, not only did all the children go, but the director of the program and several aides had never been on an airplane before.

The experience of such a trip to all concerned was valuable.

ORAL DEVELOPMENT AND EXPRESSION

Regarding some of the projects and activities to encourage expression, much is on a trial and error basis. It is real interesting in some instances, to find the key which unlocks the barrier to expression. Sometimes we observe an almost complete change in attitude toward school and related activities after they feel comfortable in expressing themselves.

We have observed with a class of students who are true migrants, that they have learned to read words but their comprehension of what they read is almost nil. Considerable effort is expanded toward a remedy of this situation.

HORSEBACK RIDE

Don't move, Senor Horse.....on hand to gallop down the trail were more than 25 youngsters.

On many of the field trips, children enjoyed the wonderful experience of horseback riding. Many of the children had never experienced riding on horseback. All of the trips such as this one, created an opportunity for oral communication and expression between teachers and pupils in the classroom.

HEALTH

In our programs, health was strongly emphasized. In the health program, the main objective is to provide a basis for good everyday living habits. We feel the older children learned from the health classes, as the students returning from last summer use good health habits.

CERTIFICATE OF ATTENDANCE

THIS IS TO CERTIFY THAT _____ ATTENDED THE SHARON SPRINGS SUMMER MIGRANT SCHOOL FOR SIX WEEKS AND WAS NEVER TARDY OR ABSENT.

_____

SUPERINTENDENT

_____

DIRECTOR SUMMER PROGRAM

_____

ASSISTANT DIRECTOR

LO QUE PASA

A SCHOOL PAPER